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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

NATIVE AMERICAN HANDBOOK FOR
GIFTED EDUCATION

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Karlene Rae George
December, 1982

NATIVE AMERICAN HANDBOOK FOR
GIFTED EDUCATION

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The author reviews the key problems associated with generally accepted practices for identifying, and providing programs, for the gifted Native American student. Culturally appropriate behavior of the Native American gifted is discussed and an outline for securing tribal input to the development of an identification process is suggested. The importance of using culture based definitions of giftedness and goals in the education of students so identified is stressed. Program options and models are presented which address the central issue of self-concept.

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CHAPTER I

INTRODUCTION

The Washington State Board of Education wrote, in 1971, The Mission of the Common Schools, that one goal was "to assure learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens." Note the term, "individual satisfaction." In the 1980 Guidelines for Gifted Programs in Washington State, it states that "each child has the right to an education that respects individual abilities and learning styles."

As educators, we are committed to a philosophy that states that all children have a right to an education which challenges them to the fulfillment of their potential. Sometimes we become so locked into our own grade level or interest area that we see "potential" in terms of "making it through the first grade" or "passing History 101." Potential, however, must be seen in terms of a child's lifetime and we must take the child as far along the road to that destination as we can in our short time with him/her.

In order to work toward meeting a child's individual potential, we must know what that potential is and we must assess potential in as many ways possible. In that way,

we can truly help all children grow from where they are to all that they may become. This is the first and most important reason for determining those children that possess talents and abilities which indicate a very high potential--it is their right, too.

Another reason for recognizing gifted children, besides our commitment to an educational philosophy rooted in legal guidelines, should be the desire to contribute to the healthy mental state and happiness of the students we instruct. When a child is unable to pursue intensely, and specialize in, his/her area of interest or proficiency, the right to express "self" has been denied. Self-denial often precipitates low self-esteem. Participants to the Fourth World Conference on Gifted and Talented, 1982, considered self-esteem to be of such importance, they devoted 176 of the 369 presentations to discussions relating to this subject.

Dishart, Director of Psychological Services of Canada, and in private practice, counselor to families with highly gifted children, speaking at the World Conference in Montreal, said that if one's gift is not used and no one responds to it, that gift becomes a fantasy to the owner. "The gift can be functionally lost because one kills that part of one's self that others deny. They kill it with alcohol, drugs, and by withdrawing. They use their giftedness to hide their giftedness" (Dishart, Note 1).

Dishart went on to discuss how a gifted child becomes aware that he/she is different somehow; and "different" in

the regular classroom means "wrong." "One can only be wrong so often, and then it affects the psyche."

If the gifted child is considered different in the regular classroom, and assigns to himself a negative value because of it, we might speculate that the culturally diverse gifted child sees himself/herself as "wrong" on the basis of two differences: giftedness and culture.

The term, "culturally diverse" gifted, does not imply a value that is better or worse than a gifted child in the majority culture. It is used to differentiate subcultures of like language, actions, beliefs, feelings, and traditions from that of the dominant culture.

Research by Bernal, Passow, Meeker, and others indicated that the culturally diverse child can and should be identified through the utilization of measures and approaches specifically culture-based, and will benefit by programs which provide opportunity for growth in their special ability areas.

The needs of gifted Native American children are most often addressed within the larger context of culturally diverse gifted as if "Native Americans" were a homogenous group. In reality there are some 493 tribal entities in the United States and 250 different languages (Locke, 1979). Each tribe has its own particular customs and beliefs in addition to those which are shared commonly with the culture as a whole.

Gifted and talented educational practices specific to Native American people of a particular area seem to be nonexistent.

Statement of the Problem

Native American Indian (NAI) Education Programs, in the State of Washington, have not had a written guide for the development of a gifted education component. The NAI Education Programs, funded in part by Title IV (Indian Education Act of 1974), the Johnson O'Malley Act (J.OM, 1934), and less often by tribal monies, operates within the school districts as supplements to the basic education program. These programs have provided well for the special remedial, and cultural needs of NAI students. However, a perusal of Title IV and J.OM. final reports (available: Office of Indian Education, Superintendent of Public Instruction, Olympia) from 1977 to 1982, indicated that few programs have provided for the needs of the academically able, creative, or talented NAI students.

If NAI Education Programs wished to provide service to gifted and talented NAI students, whose educational needs are just as important as those of less capable students, they would have to rely on guides to program formation which have been developed for non-Indian students. These guides, which may be used successfully elsewhere, may not be culturally appropriate for NAI students. A guide to the formation of gifted programs for NAIs has not been available.

NAI gifted students, although they have particular needs, are part of a larger population that gifted education leaders are now addressing: the culturally diverse gifted student.

General discussions of culturally diverse gifted students may focus on the following problems:

1. Identity as a gifted person.
2. The difficulty in making academic and vocational decisions.
3. The problem of making social adjustments within their own culture and the dominant culture.
4. Problems in facing and resolving their interpersonal conflicts (Colangelo & LaFrenz, 1981).

Although many of the solutions relating to these problems may be generalized to specific cultures, only a limited number of studies and discussions directly relate to Native American gifted students. This is a population within Washington State that has had little opportunity to explore the giftedness of its children if available literature is any indication.

In the 1982-83 school year, over 20,000 Native American students received educational services from the Title IV Elementary and Secondary Education Act through programs funded in Washington State. The federal definition in the Gifted and Talented Children's Education Act of 1978 suggested that districts provide services and programs to gifted children of the extreme (3%) in each area. If

Title IV and other programs especially funded for Native American children were to follow this suggested percentage and provide opportunities for them, over 600 Native American gifted students would be served in our state. This is not the case.

The majority of federal or locally funded Washington State programs for Native American students, besieged by budget cuts and other problems, have chosen to focus on learning disabilities, tutoring, and culture-related activities in order to strengthen the student's basic skills acquisition. Academically gifted students have been left to proceed on their own or be served by gifted programs operating within the regular classroom or school district. These programs, unfortunately, have had little success in identifying Native American gifted and/or holding them in a program.

The exceptions have been those gifted programs that have been designed specifically to identify and meet the needs of gifted Native American students in a particular tribal area. Notably: Swinomish Tribe, LaConner School District, LaConnor, Washington, Leadership; Klallam and Suquamish Tribes, North Kitsap School District, Poulsbo, Washington, Language Arts; Quinault Tribe, Tahola School District, Tahola, Washington, Critical Thinkging Skills. These programs served students from reservation areas and involved the tribal community in the selection process and programming.

These programs, initially planned and developed with federal funds, have not been widely disseminated outside their districts. In the case of North Kitsap, the N.A.G. project, considered successful by tribes and school district personnel, was dropped when federal funding expired.

Dissemination of successful program practices in Native American gifted education continues to be a major deterrent to the improvement of program practices in the field of gifted education in general and Native American education in particular.

Purpose

The purpose of this project was to develop a handbook which will provide Native American education programs, and parents of Native American children, with the following:

1. A simplified guide to gifted education programs and practices which have been proven appropriate to the needs of gifted Native American children.
2. A description of gifted characteristics and behaviors manifested by Native American children who were identified as gifted within innovative and successful programs in Washington State.
3. An example of a locally developed, culturally based, identification and nomination instrument adaptable for use by Native American education programs or tribes.
4. A suggested approach for curriculum adaption and development within program models found to be appropriate.

To this end, the handbook will provide instructional materials in an inservice format which focuses on the areas of awareness of terms and concepts utilized in gifted education, identification procedures found to be successful in selecting gifted students for programs, and program development options.

The Significance of the Project

The importance of the Native American Handbook for Gifted Education is that it provides Native American education programs of Washington State with an example from this state of a comprehensive program for gifted Native American students which was designed, developed, and implemented by a school district in cooperation with the local Indian tribes. This cooperative effort contributed greatly to a successful project.

Inherent in the structure is the assumption that the areas of gifted education addressed (Awareness, Identification, and Program) will be adapted to the needs and customs of tribes and/or Native American education programs utilizing the material. Because the handbook uses specific examples from Washington State, it is likely that adaption and adoption of the practices and materials outlined would be more appropriate than those undertaken from Native American gifted programs in more culturally remote geographic areas such as the Southwest, Central Plains, or Eastern Great Lakes Region. Tribal education efforts in these

regions have produced some excellent identification procedures and materials. However, they too are unique to their area and results from their programs are not easily obtainable.

The handbook relies on graphic illustrations and case studies to present information to the reader. The format is suitable for inservice training and every effort has been made to keep the text easy to comprehend.

Background

When the term "gifted" is applied to a student, people often interpret that to mean that the student must have a very high I.Q. and be a genius.

The I.Q. or intelligence quotient, is derived by dividing a person's mental age--a score on the Stanford Binet test compared with that of others in various age groups--by the person's chronological (real) age. Scores that are above 135 represent the top 1% of the population and are often considered genius (Goleman, 1980).

There was a time when such standardized tests of intelligence were the only criteria for admitting a student to a gifted class. In recent years the I.Q. test has been exposed for what it is: a culturally relevant measure of an extremely narrow spectrum of human experience and understanding. It is also argued that the thinking process used to arrive at the answers may be affected by outside stimuli as well as the degree to which the test taker is creative.

And yet, some form of standardized testing is still used in combination with other determining factors, by most gifted programs to find out if a student is gifted (Alvino, 1979).

Another image associated with the term gifted, is that of the "child prodigy" who can sit down at the piano and perform a complicated musical solo.

The gifted student may indeed have an intellectual ability that he/she has applied to academic studies, or the piano, or leadership, or any of the areas mentioned in the definitions. But, the gifted student may also not display any of these outward behaviors we have come to associate with aptitude or above-average ability. It is necessary for the educator to put aside preconceived ideas about the term gifted and think in terms of potential, in addition to productive accomplishment (Renzulli, 1978, p. 181).

Another element in our misconception of giftedness is the manifestation of giftedness. There is a tendency for some students to develop such an elaborate system of coping skills just to survive the educational system, that their true "selves"--their accomplishments, abilities, interests--may never be exhibited (nor sought) in school. Only at home, or in their community activities, might the other set of values, social interaction, self-expression be shared with others. This is particularly true of Native American gifted children.

In addition, non-Indian educators, consulting indices of gifted behavior to identify and place gifted Native American

children in educational programs to meet their needs, may find these indices to be entirely inappropriate. In fact, many of the criteria have a negative value to Native American traditionalists. A gifted Native American child would not be likely to exhibit many of these descriptive behaviors if the behaviors were antithetical to the values of tribe or family (Locke, 1979).

The Native American child with special abilities that are far superior to his/her peers, may also be unwilling to admit this "specialness." As Roy, Director of the Red Lake Chippewa Head Start Program, in 1979, described, "This unwillingness is also deeply rooted in a characteristic which Indian people value highly, humility. Any attitude of superiority or all-knowingness is considered suspect" (Roy, 1979, p. 2).

Native American students may also feel uncomfortable being singled out for an educational program which isolates them from their peers in status and/or aligns them with non-Indian peers and values. As the majority of gifted programs in this state and nation are designed and directed by and for the gifted students of the majority culture, many of these "elitist" in concept, it is highly probable that the low percentage of Native American students in gifted programs may be due in part to feelings of not wanting to be associated with the programs. "[Some] gifted and talented minority students are so turned off by the gifted programs

that reek of Anglo-Saxonism, that they will do anything NOT to be identified and entered" (Bernal, Note 2).

Terms In Gifted Education

Culturally Diverse gifted and talented - Those children from populations whose behavior patterns and responses often vary from the typical indicators of giftedness and talent observed in the dominant culture. e.g., high I.Q. scores or proficiency in the dominant language. The term has also gained currency because previous designations implied the superiority of the dominant culture and that differences are somehow deficits requiring remediation.

General Intellectual Ability - Ability that is demonstrated to be superior to that of peers in cognitive and/or affective behavior (Described in Williams Model, 1970).

Cognitive, Intellective Behavior - Is thinking behavior demonstrated by the following:

Fluent thinking - to generate a quantity of responses,

Flexible thinking - to emphasize and take different approaches in response,

Original thinking - to process in unusual and unique ways,

Elaborative thinking - to add on to and embellish.

Affective, Feeling Behavior - Is feeling behavior demonstrated by the following:

Risk taking - to expose ones ideas to others--courage,

Complexity - to be challenged by and to seek alternatives,

Curiosity - to be willing to--wonder,

Imagination - to have the power to feel and visualize intuitively.

Specific Academic Aptitude - Aptitude in a specific subject area that is consistently superior to the aptitude of peers in the same school setting.

Creative Thinking - Is divergent, fluent, flexible, original, elaborative; creative thinking results in unconventional responses to conventional tasks or information.

Leadership Ability - Ability to not only assume a leadership role, but to also be accepted by others as a leader.

Visual and Performing Arts Ability - Consistent, outstanding aesthetic production in graphic arts, sculpture, music, or dance.

Psychomotor Ability - Outstanding athletic ability which includes consistently high performance, timing, coordination, judgment, and creativity.

Higher Level Thinking Skills - Originally developed by Bloom (1956), levels 4, 5, 6.

Analysis - the process of deriving or concluding by breaking down information into its constituent elements; seeing relationships and organization.

Synthesis - the process of combining elements and parts to form a whole which was not really there before.

Evaluation - the process of making judgments about the value of material and methods for given purposes.

Intellectual Processes - The operations which the mind does with the raw material of information as proposed in Guilford's Model, Structure of the Intellect (1967).

Structure of Intellect - Meeker's (1969) adaptation of Guilford's Model described the five major operations of the intellect.

- C COGNITION: Discovery, awareness, rediscovery, or recognition of information in various forms, comprehension, understanding.
- M MEMORY: Retention of information in any form.
- N CONVERGENT PRODUCTION: Generation of information from given information, where emphasis is upon reproducing conventionally accepted best answers or outcomes.
- D DIVERGENT PRODUCTION: Generation of information from given information, where the emphasis is upon the variety and quality of answers. This operation is closely related to the creative process.
- E EVALUATION: Reaching decisions or making judgments concerning the correctness, suitability, adequacy, desirability of information, to terms of identity, consistency, and goal satisfaction.

Creative Problem Solving - A creative process by which a problem is perceived, redefined, analyzed, and alternative solutions proposed which are then evaluated and a final decision reached (Parnes Model, 1967).

Enrichment - A program option in gifted education which may be process or product oriented interrelating information previously learned in nontraditional ways.

Creativity -

*The production of an idea or product that is new, original, and satisfying to the creator or to someone else at a particular point in time (Renzulli, 1971).

*The process of sensing gaps or disturbing missing elements forming hypotheses concerning them, testing these hypotheses, communicating the results, and possibly modifying and retesting them (Torrance, 1965).

*The abilities of divergent production, redefinition, and transformation (Guilford, 1967).

CHAPTER II

REVIEW OF THE LITERATURE

Definitions of Gifted and Talented

Central to the discussion of gifted and talented children from any culture is the definition by which they are identified, assessed, and evaluated. In his report to Congress in March, 1972, then Commissioner of Education, Marland, suggested the following definition of gifted and talented, which eventually became part of Public Law 91-230, Section 806:

Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly, or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability. (Matson, 1980, p. 17)

The Gifted and Talented Children's Education Program appropriated federal funds for gifted program and was authorized under the Special Projects Act of Public Law 93-380, Section 404, in 1976. However the gifted area,

"psychomotor ability," was dropped from the definition (Murray, Note 3).

In 1978 the Special Projects Act was reorganized by the Educational Amendments of Public Law 95-561 as Part A of Title IX of the Elementary and Secondary Education Act. Proposed rules were published in the Federal Register of June 25, 1979. The definition contained in the Federal Gifted and Talented Children's Education Act of 1978 is as follows:

Sex. 902. For the purposes of this part, the term "gifted and talented children" means children and, wherever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities, in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.

Although this federal definition of gifted and talented children is still accepted in many state education systems, the Gifted and Talented Children's Education Act of 1978 was repealed, and in 1981 the U.S. Office of Gifted and Talented was disbanded and replaced by one specialist within the Department (Kitano, 1982).

In the 10 years since Commissioner Marland's report on gifted and talented education, identification, and program implementation for the culturally diverse gifted child has become a major issue in educational research.

A current view is that giftedness is multi-dimensional and that the cultural capacity of a child for excellence

should not be measured by one absolute criterion. Nor should culturally and ethnically different children be expected to demonstrate the same behavioral indicators of a common intellectual precocity with children of a different value system (Freehill, 1981).

Through the efforts of Bernal (1974), Meeker (1969), Bruch (1975), and others, it is generally accepted that the areas of performance in which a gifted child might be recognized are determined by the values of the prevailing culture.

Renzulli (1978), writing in the PHI DELTA KAPPAN in 1978 expressed it this way:

In recent years the values issue has been largely resolved. There are very few educators who cling to a "straight IQ" or purely academic definition of giftedness. "Multiple talent" and "multiple criteria" are almost the bywords of the present day gifted student movement, and most educators would have little difficulty in accepting a definition that includes almost every area of human activity that manifests itself in a socially useful form. (p. 181)

If educators do, indeed, look at the socially useful forms of human activities in an effort to expand the original definitions of gifted and talented, we might expect that a more equitable number of culturally diverse children would be so identified.

Williams reported two more areas of giftedness, in addition to the six of the 1972 definition, might eventually be widely identified and developed. The two are:

1. Outstanding affective developmental ability; and
2. Career and vocational ability (Williams, Note 4).

Might not the extended family experience of many culturally diverse children in helping and caring for others develop an outstanding affective ability? And, might not the necessity for economically disadvantaged youth to repair, rather than replace motors and engines, develop an outstanding vocational ability? These two areas of socially useful activity, or research into their development, embrace a concept about giftedness that is not widely accepted.

Torrance, author of the TORRANCE TEST OF CREATIVE THINKING (1966/1974) has suggested that the gifted definition areas of leadership, visual and performing arts and psychomotor ability are not adequately measured in any group, by psychometric tests. But, an enlarged concept of giftedness involving an emphasis on creativity would serve to better identify culturally diverse gifted children in these areas.

Torrance (1977) stated:

I discovered early in my study of creative talent that tests could never detect all types of creative giftedness When I became concerned about talent identification and development among economically disadvantaged and culturally different students, the need for non-testing ways of assessment became even more obvious. (p. 23)

In addition to the development of nontesting ways of assessment to identify culturally diverse children gifted in the defined areas, he has utilized his 20 plus years of experience and considerable influence in the field of education to promote the concept that "differences are not necessarily deficits" (p. 23). And, further, "that the

abilities and talents that flourish in any culture are the ones that are encouraged or honored by that culture" (p. 24).

Torrance identified a set of characteristics that exemplify the strengths of culturally diverse students. The characteristics are called creative positives and their use is intended as a guide in the search for giftedness as it may be found in any area of human endeavor.

The author especially recommends this list of creative positives as a guide in the search for the culturally diverse Native American gifted students as the items parallel many of the characteristics of the gifted Native American students observed by the author in a research project with Klallam and Suquamish Indian students in the North Kitsap School District in Washington State.

The following is Torrance's list of creative positives:

1. Ability to express feelings and emotions.
2. Ability to improvise with commonplace materials and objects.
3. Articulateness in role playing, sociodrama, and story telling.
4. Enjoyment of and ability in visual arts, such as drawing, painting, and sculpture.
5. Enjoyment of and ability in creative movement, dance, dramatics, and so forth.
6. Enjoyment of and ability in music, rhythm and so forth.
7. Use of expressive speech.
8. Fluency and flexibility in figural media.
9. Enjoyment of and skills in group activities, problem solving, and so forth.
10. Responsiveness to the concrete.
11. Responsiveness to the kinesthetic.
12. Expressiveness of gestures, body language, and so forth, and ability to interpret body language.
13. Humor.
14. Richness of imagery in informal language.
15. Originality of ideas in problem solving.

16. Problem centeredness or persistence in problem solving.
17. Emotional responsiveness.
18. Quickness of warm-up. (Torrance, 1977, p. 26)

Finally, to conclude this discussion of the definitions of gifted and talented, Sanborn (1981), drawing from his 20 years of experience at the Research and Guidance Laboratory for Superior Students, at the University of Wisconsin, wrote:

Gifted and talented children are whoever we say they are. The terms "gifted" and "talented" seem to imply that the individual has some qualities that were inherent from birth. Although it may be true that certain potentialities are inborn, the things we look as to assess giftedness are not necessarily inborn capabilities. Instead, they are things we have decided to use as indices of inborn capabilities. They are arbitrary criteria. Methods of assessment may have logical or empirical histories, but the criteria themselves are arbitrary. Even when multiple criteria are used they do not cover the developmental possibilities that children have. Further, regardless of a child's potentialities, he or she will not be identified unless somehow those potentialities are expressed in ways that we value. (p. 43)

Originally, from a gifted program proposal from the Navajo Boarding School in Tohatchi, New Mexico, and adapted for use in the Native American Gifted Program, Poulsbo, Washington, the following definition shall be used in all further discussions of giftedness relating to the Native American Handbook for Gifted Education Project.

Gifted children shall be defined as those children who consistently excel, or show the potential to consistently excel, beyond the expectations of their cultural community in the following areas:

1. Cognitive, higher level thinking skills.
2. Creative and performing skills.
3. Social helping and leadership skills.
4. Skills which the cultural community may otherwise designate, to the extent that they need and can benefit from specially planned and developed educational services presented by qualified staff.

Culturally Diverse Gifted and Talented

In 1980 an ERIC Search referred five citings on the subject: Native American Indian Gifted. Of these five only one (Snow, 1977) reported with any specificity as to gifted and talented Native Americans and/or the individual Indian tribe addressed:

The identification of "gifted and talented" is a problem at any time and yet it is much greater when two widely dissimilar cultures are involved. It is further complicated when one of the cultures has a different language, religion, lifestyle and view of the world. One cannot oversimplify basic cultural differences since language and way of thinking of the Navajo is not similar to that of Western society especially in certain abstract and conceptual cognitives modes. (p. 56)

One of the citings reported Native American children in the sample of intelligence scores of gifted minority children (Adler, 1967).

One cited statistics on the exceptional American Indian child in which information on the handicapped child predominated (Ramirez, 1976).

One cited results of a study about information which teachers of the gifted wanted to learn from various culturally diverse groups of children (Torrance, 1974).

And, finally, one reported a study about a gifted class that developed a course about the American Indians (Robeck, 1966).

Prefaced by the disclaimer that "the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Office of Education," a 1978 fact sheet entitled, The Culturally Diverse Gifted and Talented Child, warned educators that it was a mistake to assume that culturally diverse children are alike because they belong to identifiable groups. "We assume they must all share the same characteristics. They should be seen as individuals" (Fraisier, Note 5). The fact sheet defined culturally diverse gifted and talented children as those from populations whose behavior patterns and responses often vary from the typical indicators of gifted and talent observed in the dominant culture. For example, high I.Q. scores or proficiency in English, the dominant language.

The term culturally diverse has also gained currency because previous designations implied the superiority of the dominant culture and that differences are somehow deficits requiring remediation.

The uniqueness of culturally diverse populations also impacts identification of the gifted and talented child through standardized testing measures the fact sheet concluded:

In settings where the home and school environment is a barrio, ghetto or reservation and access to the dominant culture is restricted, specialized testing measures must be developed because the language, cultural norms, and content of the test may be beyond the experience of the testee.

Despite these early cautionary notes from the U.S. Office of Education, researchers have continued to combine samples and testees of gifted/talented children from dissimilar home and school environments and report them under such collective, homogenetic headings as minority, culturally disadvantaged, and culturally different.

In 1982 an off-line citation list from ERIC resulted in 23 citations on the subject of North American Indian Gifted/Talented. The ethnic groups specifically identified in the research abstracts were: Blacks, 4; Hispanics, 5. Although the topics of the research ranged from teaching gifted and talented disadvantaged youth, to the appropriate use of testing methods, the culturally diverse gifted subjects were "lumped" together and targeted in the descriptions as: culturally different, 4; disadvantaged, 2; bicultural-bilingual, 3; and minority, 5.

While studies of specific ethnic and culturally diverse gifted and talented children have increased, and the quality of sampling methods has improved, the presently available literature contains a limited number of studies and discussions that relate directly to Native American gifted children.

There is a reluctance on the part of many Native American educators to generalize cultural, economic, and

social differences across groups (Crawford, 1981, p. 3). And, it would be well for educators to remember that Native American Indians hold a special relationship with the federal government that is unique from all other cultural or ethnic groups diverse from the dominant society. Native American hold millions of acres of land in common trust with the federal government, and their education is guaranteed by the internationally recognized law of treaties (Thompson, 1978, p. 183).

Further discussion in this section concerning a review of the literature on identification criteria for gifted Native American children, curricular needs, and programming, will be limited to discussions and studies by Native American authors and/or research which reports an identifiable Native American sample.

Native American Gifted and Talented

A special planning consortium called the "American Indian Gifted and Talented Planning Consortium" was held June 20-21, 1979 in Washington D.C. as part of the National Directions for Gifted and Talented Education Conference. This culminated a 2 year involvement with the New Directions Task Force on Gifted and Talented through the United States Office of Education, Department of Health, Education and Welfare (recently changed to the Department of Education).

The Consortium identified a new emphasis area for Native American Indian Education, one that for too long had

been ignored by both the dominant society's educational systems as well as by Native American educational systems.

Brown (1978) Task Force member reported the following recommendations to Sisk, Chairperson:

Among American Indian populations there is a wealth and precious resource that has yet to be utilized. These are our gifted and talented American Indian youth, many of whom have superior ability in a multitude of areas. Since there has been a very limited effort to identify students and implement programs, our Office would like to suggest the following eleven recommendations for our task force consideration:

1. Establish identification criteria that is culturally relevant for measurement of superior intellectual thinking and retaining ability in reference to learning, generalizing and abstracting. The current standard methods of identification do not apply in Indian cultures as IQ tests are based on language and thinking skills of the dominant society. The Indian child's frame of reference and exposure is totally different, exceptionally special and unique, and therefore the standard IQ test cannot in most cases be a competent measurement of American Indian potential and ability. In addition, the many different types of giftedness should be emphasized and specific culture related criteria can be developed for each specific area.
2. Early identification is crucial to allow Indian students the opportunity to develop their maximum potential and be able to take advantage and experience success in educational situations.
3. A comprehensive needs assessment and survey concerning the gifted and talented American Indian must be conducted. Data such as numbers receiving services, available services, existing needs, and other pertinent information must be compiled to obtain a concise picture on the current situation and to help direct input for future plans.
4. Initiate pilot programs in 10 designated geographical areas. Research, applicable identification procedures, and program design would be emphasized. Since it would be impossible to target every specific tribe, targeting regional areas would possibly serve as a future base to deal with gifted Indian populations. The area regions to be considered for these specific programs would be Great Lakes, Northern Plains, Southern Plains, Alaska, South West, Great Basin and Plateau, California, North East, South, and North West.

5. Development of relevant based curriculum material and program design must be established in the ten geographic areas. This will help facilitate Indian students in reaching their maximum potential. In addition, it is required that careful attention is directed toward the implementation of this process as isolation from other cultures does not accommodate the critical need to learn the best from both societies.
6. Establish new methods for teacher certification of Indian teachers, as the California eminent credential. It should be recognized that there is a wealth of unidentified gifted tribal and elderly members of Indian communities who have an abundance of knowledge to contribute. Perceptive administrators and educators will utilize their wise resources as certification procedures can be modified to reveal special talents in traditional ways of Indian people.
7. Initiate Indian oriented development programs for teachers, psychologists and counselors of American Indian students. The content of these programs should be centered around culture relevant materials and applicable teaching methods. Learning and basic skill activities can be developed from these materials and methods to enhance regular curriculum.
8. Develop gifted and talented teacher training programs at colleges and universities.
9. Emphasize Indian community based education. A joint effort in the total community planning involving students, parents, teachers, administrators, tribal leaders, and various others will help increase awareness and understanding of this particular complex special educational area.
10. Utilization of gifted and talented youths in leadership roles, community and tribal participation, peer teaching, tribal planning, community programs, school activities, etc.
11. Present and future gifted and talented legislation should contain a set aside for Indian students. Since Indian children represent a small minority they are often overlooked. A set aside of funds would help insure that a sufficient amount of services can go to Indian students. (pp. 1-3)

It is not surprising that the number one recommendation by the New Directions Task Force dealt with identification criteria. Throughout the individual papers presented by Native American Indian educators to the task force may be

found a concern for the low number of Indian children in gifted programs. It was expressed most succinctly by Locke (1979) then Director of Education Components National Tribal Chairmans Association.

Our gifted and talented Indian children are not being served because they have not been identified. The United States Office of Education the Bureau of Indian Affairs Education Office State and local educational agencies appear not to be aware of how to identify or serve gifted and talented Indian children. (p. 1)

Some Native American educators have contributed suggestions for solving this problem. Most often it is suggested that appropriate criterion of identification of Native American gifted be based on the precise cultural differences that can be identified.

It has been suggested by Peacock (1979) that "the primary identification criteria should be that the child exhibit outstanding abilities valued by the culture" (p. 4).

He offers an example of cultural strengths that might be used to identify and cultivate talents in the Native American Indian culture. Below are some of his suggestions:

- *Insight and wisdom of their culture.
- *Divergent and evaluative thinking.
- *Leadership abilities.
- *Ability to use their own cultural traits to function satisfactorily in the dominant society.
- *Creativeness. (p. 2)

Roy (1979) speaks of cultural strengths with more specificity by describing certain traits which at a superior level, might indicate giftedness. His suggestions included:

- *diverstiy; the freedom to be ones unique self.
- *humility acquired through group sharing.

- *wholeness; the circular concept of the integration of personhood with tribal life.
- *bi-lingualism; cognitive ability, not a disability.

Given these indices of giftedness, an educator unfamiliar with the Native American Indian culture - might find it difficult to recognize gifted behaviors when they were demonstrated. One would have to relate the behavior to a valued practice and interpret the degree to which the behavior was exhibited.

In like manner, the staff members of a Native American education program were given a checklist to use in referring Indian students to a district gifted program. They were unable to find any Native American Indian students who exhibited the behaviors. They expressed relief that their students did not exhibit some of the behaviors.

Below is a sample of the indices they were given:

- *Very alert, rapid answers.
 - *Tends to dominate peers or situations.
 - *Readily makes money on various projects or activities - is an entrepreneur.
 - *Individualistic - likes to work by self.
 - *Has received an award in science, art, literature.
- (Cummings, Note 6)

In addition to culturally appropriate indicators of giftedness, there is a need for sensitive educators. Kito and Lowe (1975), reporting their findings with rural Alaskan Native gifted children, pointed out that teachers play a key role:

To emphasize that one cannot separate language and culture, the Indian leaders demonstrated the specific skills which educators must acquire if they are to communicate effectively with children of diverse cultures. These skills include:

1. A knowledge of individual's (Native American) culture.
2. An awareness of situations which may be culturally sensitive and responses appropriate in such situations.
3. An awareness of expressions to which an individual may be culturally sensitive.
4. Familiarity with figures of speech peculiar to the cultural background of the individual. (p. 24)

It is evident from the preceding discussions that the concern of these Native American educators about gifted and talented education for Native American students centers not only on the "how" of identification and instruction but on the "why." It appears that one of the goals for gifted and talented Native American programs must be to enhance the students within the context of the tribal community rather than outside it. It would seem that the best method to insure this would be to build a program coincidental with tribal values which utilizes the students gifts and talents.

Peacock (1979) suggested that whatever the program focus, the methods stress creative involvement. He reported that the Minnesota Chippewa Tribe offered a creative writing program to meet the need of students to express their feelings and insights on being Indian.

Concerning curriculas, he further suggested:

1. Presentation of material be concrete and a minimum amount of time devoted to teacher lecture.
2. Field trips, role playing and discussion of general concepts be utilized.
3. Initial emphasis on inquiry training and creativity.
4. Material should lead gradually from specific situations to abstract. (p. 5)

All of the writers cited as sources in this section expressed the hope that gifted Native American students

would not only be able to broaden their perspective of the world, but also keep intact their precious individualism as Native American people.

CHAPTER III

PROCEDURE

Development of the Handbook

One program that successfully overcame the problems of identifying gifted Native American Indian students and providing appropriate programs for them, was the Native American gifted project (NAG) by the North Kitsap School District. It began in 1978 with a grant from Title IV-C ESEA. Research for the 2 year program focuses on these questions:

1. What are the intellectual, performing, and creative abilities which the local Native American communities of the Klallam and Suquamish Tribes value in their children?

2. Can a list of descriptive characteristics be developed locally? Can this list be used along with standardized scores on a culturally unbiased test to identify Native American Indian (NAI) children?

3. If we provide enrichment activities to a group of Native American children identified according to the given definition and procedures, will those children measurably benefit as compared to those not in the program?

These questions were answered in the affirmative. At the conclusion of the 1st year of the project, NAG

treatment group students (grades 2-12), who had qualified by test scores on memory and creativity, showed a significant gain ($P < .01$) in the intellectual ability to evaluate.

In the 2nd year, more students were added to the program, using the same criteria (test scores in memory and creativity). The intellectual areas of convergent production and cognition were added as the focus of instruction. Students showed a gain at .05 level of significance (George, Note 7).

Although the NAG project proved successful with the students, and was highly regarded by the tribal parents, the school district, suffering from levy failures, was unable to fund the project independent of federal funds.

United Indians of All Tribes Foundation, Seattle, supported the NAG project concepts (a) building self-esteem by utilizing gifts and talents within the tribal community, (b) using particular gifts and talents as motivators to strengthen weaker academic skills.

In the spring of 1981, they provided a 3 day inservice to educators from various Indian Education programs from Washington State on the NAG concept and methods.

At that time, it was suggested that a handbook, which incorporated some of the NAG awareness concepts, lesson development, and examples of community input, be written and made available to Native American Indian education programs.

Since that time, other gifted programs and practices which have been successful with Native American Indian (NAI) students have come to the attention of this author. The Native American Handbook for Gifted Education is a compilation of proven practices from the NAG project and elsewhere.

Organization of the Handbook

The handbook is composed of three sections: Awareness, Identification, and Program. The sections were limited to the three most important aspects of a gifted program in the author's opinion.

The wording has been leveled so that it is appropriate for the average reader and those new to gifted education. Each section includes an example, in case study form, of a gifted NAI student. These examples are fictionalized composites of real students and situations known to the author.

Discussion of these examples form the basis for understanding the steps suggested for development of the program and practices. In addition, exercises which reinforce the key discussion points are included. These may be incorporated into an inservice program which utilizes the whole handbook, or used separately.

Awareness

The awareness section is specifically designed for use by a NAI education program in an inservice format. It is

critical to utilization of the rest of the handbook that the philosophy and concept of giftedness be accepted. From this beginning, the reader moves to the special concept of Native American Indian giftedness which is a perspective on gifted education which the author has attempted to clarify and reinforce from NAI research and writing.

Identification

The section on identification suggests ways in which common behavioral checklists of giftedness may be analyzed and adapted to accommodate cultural differences. An example of a culturally based identification checklist is included as well as the steps suggested for its development within a Native American community.

Less attention has been given to defending or explaining why a culturally based identification instrument might be useful. It is the assumption of the author that NAI education programs already know and agree that NAI students are unique.

Program

Examples of field tested lessons are included in the section on program which illustrates the way in which commercially prepared gifted lessons, and those developed by school districts or programs unfamiliar with the Native American culture, may be adapted and/or developed.

The three most widely recognized models in gifted education are briefly discussed: The Structure of Intellect

(Meeker, 1969), Cognitive/Affective Behaviors-Three Dimensions (Williams, 1970), and the Triad Model (Renzulli, 1971). It is important that developers recognize the need for basing programs on sound educational practices and concepts which are part of a tested developmental sequence. This does not mean that programs become slaves to a lock-step format, rather, that cultural adaption and adoption practices be part of a unified plan which includes: multi-dimensional identification and needs assessment; teaching strategies and instructional methods; curricula methods, materials, and evaluation.

Process and product evaluation are discussed as well as individual growth through self-awareness.

Implementation

Although the handbook is not a contracted document it is the author's hope that it shall be published by Daybreak Star Press, (United Indians of All Tribes Foundation) or ERIC Clearinghouse for Rural Education--both of which have expressed an interest.

Other possible publication sources might be: The Office of Public Instruction, Washington State; Educational Service Districts; or individual school districts.

The author is confident that the handbook will be published and utilized as intended, as a commitment to the extension of educational opportunities for NAI students. Gifted education is, at this point, a neglected opportunity.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

It is the common goal for all schools in the State of Washington to address individual needs, abilities, talents, and potential. Special, educational programs have been designed to try to meet the wide range of intellectual needs of individuals within the school setting.

Gifted Education within a wide variety of program options, seeks to identify and provide service to those students at the "gifted" level of the intellectual range. In many programs this intellectual level is interpreted to mean academic high achievement. For others it may be a combination of creativity and problem solving capability. In others it may be demonstrated talent and the potential for high academic achievement. There are many combinations possible. It is the definition of giftedness and the identification procedures used which ultimately determine the educational opportunities that will be provided and to whom. Despite the Washington State goals, Gifted Native American Indian students have not been equally and adequately served by gifted programs because the standard identification measures are often not cross culturally valid. The majority

of gifted educators are not familiar with the Native American culture and are not reliable observers for gifted characteristics. In addition, methods and materials are often not culturally relevant, nor interesting enough to encourage program participation by Native American gifted students.

The Native American gifted students are unique from other gifted peers in that they may see themselves not as individuals with special abilities, but as contributors to the wholeness of their tribe or community. Their self-actualization of abilities may be inexplicably tied to their tribal identity. Any gifted education goals which conflict with cultural beliefs or traditions may be rejected by the student, his/her peers, and family. Thus special abilities are not nurtured in the school setting due to neglect or denial.

Giftedness, special abilities in any form, must be nurtured, reinforced, facilitated, and understood by those whom one values, if it is to grow, develop, and actualize into a human endeavor that is meaningful to one.

Thus the Native American Community and the Native American education programs within the schools, must assure that the gifted students within their range of responsibility are identified and provided with programs to help them meet their potential for their personal well being and the future of the community.

To that end the following recommendations are made to Native American Education Programs that seek to form a gifted and talented component:

1. Multiple-criteria assessment and identification should be individualized whenever possible and include culturally unbiased tests, autobiographies, interviews, samples of productivity, and parent teacher or friend nomination on a check list of cultural behaviors which indicate a desired state of giftedness.

2. The Native American community should be encouraged to work through a committee to formulate a list of behavior indicating giftedness. This will provide a clarification process, awareness, and the chance to focus on the development of positive cultural strengths.

3. The principles of gifted education (development of the abilities and interests of the student and their self-awareness) should be applied not only to special opportunities for gifted students, but to all students to make education a positive force in the students' life. Teaching strategies and methods will be different for the gifted.

4. The concept of Native American education be broadened within the program to provide for the special needs of gifted Native American students; some of which may include in the following:

- a. The need to have their gift recognized and valued by a trusted adult.

- b. Need to use their gift for the welfare of others to "give it away" in the traditional sense.
- c. The need to be with Native American peers of like ability in a nonthreatening atmosphere.
- d. The need to explore and develop the gift or talent in school, not just skill deficiencies.
- e. The need to learn about self and how to deal with being intellectually different from Native American peers.
- f. The need to understand the gift or talent and how it may be utilized or applied to weaker skill or ability areas.

5. Program options should be varied and provide for individual gifts within a frame work that is culturally appropriate.

6. Native American parents should be fully aware of program efforts on behalf of gifted students. They should be involved in identification and program development.

7. NAI staff should be committed to the concept of gifted education before any programing is begun, and throughly trained. Not all staff should be expected to work with gifted students.

8. All inforamtion from other gifted programs should be screened for clarity, and adaptability. The program should be a Native American Indian Gifted Program as differentiated from any other.

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APPENDIX A
HANDBOOK SECTION 1
AWARENESS: SAMPLE

AWARENESS

Awareness: What it means to be gifted.

Objectives:

From the Awareness Section the reader will learn:

1. There are six official catagories of gifted endeavor: General intellectual, Specific academic, Visual and Performing arts, Creative and productive thinking, Leadership, and Psychomotor ability.

2. The definition chosen for the NAI gifted handbook differs from the official because of the inclusion of the words: "excel beyond the expectation of their cultural community" and by extending the gifted catagories to any other area of human endeavor that the cultural community values and wishes to include.

3. Identification of gifted students is not easy in any culture because some children with superior intellects do not achieve highly in school or before as if they were wise for a number of reasons.

4. Identification of gifted Native American students is difficult because (a) their special abilities may not be recognized by people from outside the culture. (b) Their special abilities may be hidden under a number of social problems.

5. NAI gifted people were recognized long ago in more traditional ways and always in relation to their contributions to their people.

6. The inability to use and maximize ones gifts at school is a frustration that may result in poor attitude, behavior, and motivation.

7. Gifted Native American Indian students may use and maximize their gifts and abilities more at home, within their community, than at school.

8. The community, and the Native American Indian Education program has a responsibility to the gifted, able learner as well as to the slower or average learner.

9. The identified gifted NAI student has often been ignored by NAI educational programs because it is erroneously believed that if they are academically competent they can succeed without reinforcement, emotional support, or special recognition.

10. If gifted NAI students develop their gifts among peers, with cultural support and trusted leadership, like Angel, they can become happier people.

Awareness: What it means to be gifted.

A gifted and talented student, identified by others or unidentified, is different. He or she processes information more rapidly as compared to his/her peers. They imagine more, they perceive more. They may even be bigger and stronger. There are many ways in which they differ from their average peer.

Native American children who attend public school with a majority of nonIndian students already know what it is to be different. Many times they are required to conform to values that are not their own. They are asked to find stimulating content that has little relevancy to their own culture and tradition. They are asked to comprehend information about which they have no previous experience. They are instructed, suprisingly often, by teachers who harbor negative feelings about their race and land affiliations. Gifted NAI children, bearing these burdens, as well as their uniqueness from their peers, may develop a self concept that is totally negative about who they are and what they can do. Unhappy and frustrated, they may become misfits who find only dispair, regardless of the culture in which they live their lives.

Acknowledgement of their gifts by those who are important to them, as well as learning from an early age about their individuality enables a child to become self-aware, accepting and happy to develop their giftedness and talents. Thus

increasing their chances of becoming well-adjusted adults. (Torrance, 1979).

It is reasonable to assume, however, that gifted programs designed for and by Native American educators are able to establish goals that do not conflict with values and to utilize gifts and talents as vehicles for developing all the capabilities of an individual so that he/she becomes a contributor enhancing the society in ways deemed appropriate and wholesome.

The operational definition of gifted and talented on the previous pages was selected for this handbook because it speaks to the cultural community, reservation or off reservation. In part . . . "Gifted children shall be defined as those children who consistently excel, or show the potential to consistently excel, beyond the expectations of their cultural community " in areas of human endeavor that are deemed most important. Thus, in future discussion in this publication, it will be assumed that:

- (a) the cultural community has expectations of excellence for its youth
- (b) that the cultural community recognizes, by that measure, when a youth has exceeded these expectations
- (c) that the cultural community is concerned with student potential to excel.

Discussion and activities in this AWARENESS section move from a general description of terms used to describe gifted and talented students, to the analysis of specific descriptors.

AWARENESS ACTIVITY 1.

"Coming to Terms with Giftedness"

The following script and overhead projector-masters have been developed to clarify the use of the various verbal terms used in describing giftedness. It is intended to mark the beginning session of an Advisory Group or Gifted Education Committee. It should be followed by a discussion centered on these questions:

1. Do you know any ADULTS whom you would describe as gifted or talented in some way? Or, some one who, in the past, excelled at some task or activity?

2. Besides the fact that they did something that caused others to be amazed or impressed, how did they become more able, or gifted at the activity than any one else? Was it developed skill? Inherited? Practiced?

3. Does everyone have a gift of some kind? If you had a gift as a child do you still have it? Why or why not?

4. Ask someone to: Record the comments given about the gifts perceived in others and self, and other statements prompted by the questions. When you have a list of 10-15, read them to the group and ask them to vote by hand if they "agree a lot," "agree somewhat," "do not agree at all." tabulate concensus. The questions you have discussed are on topics that have not been proven conclusively to be one way or the other. The truth may be the way we believe it is.

What we do for gifted children should be based on what we believe is best for them.

SCRIPT

Activity 1

1. "Coming to Terms with Giftedness"
2. THESE ARE THE terms which historically have been used to describe students with special abilities. Not all terms to describe these kids have been positive. Plato, writing in the Republic in 350 BC recommended identification of what he called the elite, so that they could be separated and educated apart from the masses and become leaders of the state, for the welfare of the state.
3. THE ROMAN EMPIRE continued this practice adding training in the military, along with intellectual pursuits.
4. EMPEROR CHARLEMAGNE PROPOSED that not only the elite "bright child" be identified and education, but also any of those children that could be found among the peasants might also be educated at cost of the state.

THE TURKISH EMPIRE also identified what they called the most able child outside of their own. Those Christian children thought by the Turks to be most able were taught Turkish religion, philosophy, and beliefs.

5. NATIVE AMERICAN PEOPLES of some tribes also acknowledged those children who had gifts of the spirit, or some special ability. They were trained to maximize their potential in such subjects as medicine, oral history,

leadership, military, hunting, fishing, and religious activities.

6. THE EUROPEAN MIGRATION to this country brought people who were fleeing from a "caste" system. Equality became the backbone of all social welfare programs. Education for all! An equal education for all regardless of how equal all were to one another. They were well meaning and thorough.
7. TODAY WE USE the term gifted and talented to cover all the terms that have gone before. We still seek to identify these children who demonstrate consistently high ability, not to serve the state, but to be consistant with a humanistic educational philosophy that says, in part:
8. "ALL CHILDREN HAVE a right to an education which challenges and leads to fulfillment of their potential whatever that potential may be."

How are we trying to meet individual needs of children? With special ed. Title 1, Indian education and Gifted and Talented programs. The efforts are not consistant throughout the nation, or states. According to the Marland Study (he was commissioner of education in 1970) there is such a range that over half of the schools in his survey stated they had no gifted students. In one N.E. state, over 17% of the

high ability students dropped out before completing high school.

9. It seems as if it ought to be easy to educate the gifted. Why isn't it? For one thing, remember the equalitarian ethic? There are still parents, teachers, and gifted and talented themselves who are uncomfortable with the idea that some of us got more of something than the rest of us got. Some still believe in the melting pot of our culture rather than the idea that it is a "salad" . . . each of us with a wholesome, different characteristic that contributes to the whole.
10. SECONDLY, THE RANGE of gifted abilities is so broad that identification is difficult by trained observers, using multiple criteria. Gifted and talented students exhibit different reactions to school. Some adapt easily.
11. OTHER GIFTED AND talented are not viewed as positively by teachers and classmates. Their attributes combined with attitudes can lead to conflict. This is especially true of the creatively gifted who love complexity, problem solving, and will create excitement if there isn't any going on at the time. Their independence may come into conflict with parents and teachers.
12. MOST GIFTED AND talented are bored by the general classroom work because they already have many of the skills being taught or the rate of teaching is much

slower than their rate of learning. Culturally diverse gifted may find the curriculum doubly irrelevant.

13. There is growing evidence that many gifted adjust to a regular school program by minimizing their outstanding abilities. They may conform to the norm to relieve the frustration and boredom. If their gifts are not valued by their peers and home or other support group, it becomes a bitter burden. The loss of any outstanding ability of any one is not only a loss to the individual, but to all of us.
14. NOT ONLY DO the gifted and talented react differently to school environment, but they approach curriculum and teachers differently also. The gifted and talented, cross culturally, tend to be extremely perceptive at an interpersonal level. They may try out the teacher as they try out a new idea. Studies show that teachers like to teach intellectually gifted students, but not the more creatively gifted students who tend to diverge from the teacher's intent.
15. WHICH BRINGS US to the bottom line and the end of our production: Gifted and talented children need special help if they are going to meet their potential. They need teachers who are trained, and WANT to work with them; they need a differentiated curriculum and strategies which challenge their unique minds.
16. AS YOU CAN SEE, when we come to terms with giftedness there are as many terms as there are gifts. Education

for the gifted recognizes individual differences and
can lead the way to improving educational practices for
all children.

NOW SHOWING

**COMING TO
TERMS WITH
GIFTEDNESS**

STARRING

*A Cast of Thousands
in All Sizes and Shapes*

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GIFTS OF THE SPIRIT

PRECOCIOUS

CHILD PRODIGY

SHARP

ADVANCED

ABOVE AVERAGE

SMARTALEC

WELL COORDINATED

JOCKS

ET AL

BRIGHT
TALENTED

GENIUS

AEE

SUPER NORMAL

LEARNED

WELL ENDOWED

CREATIVE

EGG HEAD

BRAINS

PUT TOGETHER

FLAKES

61





You look like a
BRIGHT child to
me, come be
educated by
The State!

Oh Boy!
100% full
funding





"Now class, you are all
intellectually equal... but
for reading we're going to
have **3** groups. The Bluebirds,
The Robins and
The Turkeys."



* * *

GIFTED

AND

TALENTED

* *

"It is the mission of the common schools to assure learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible contributing citizens."

Washington State
Board of Education, 1971

"Each child has the right to an education that respects individual abilities and learning styles."

1980 Washington State
Guidelines for Gifted Programs

WHY

should public
education take
responsibility for G/T

HOW

- are they identified ?
- is that an exact
science ?

WHAT

do we do with
them ?



- Higher level thinking skills easily
- Adapt easily to school setting
- Model students - achievers.
- Intrinsic motivation for excellence
- Verbally expressive
- Many interests and abilities.
- Socially/emotionally well adapted
- Leadership skills
- Intellectual functions at or above age
- Well liked by adults



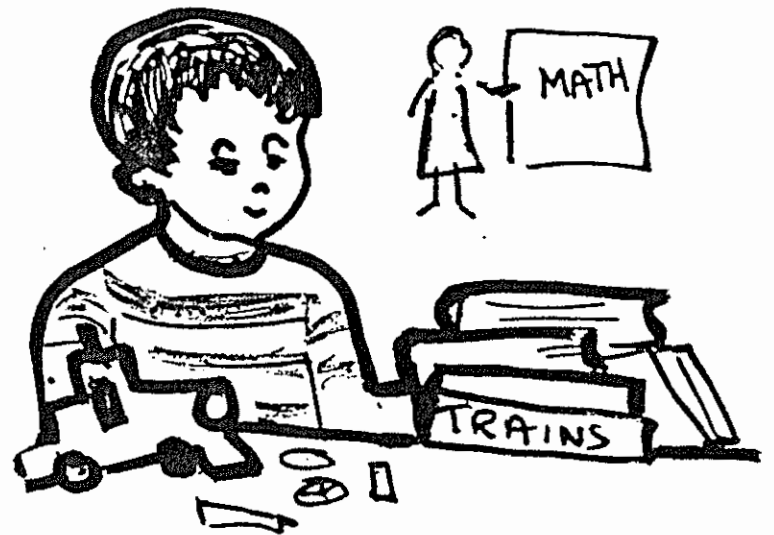
- . May be a loner
- . Critical thinker
- . Questioning attitude
- . Love of complexity
- . Inventive
- . Independent thinker
- . Wild/silly ideas
- . Verbal facility
- . Selective peer group
- . Creative solutions to simple problems
- . Not viewed positively by teachers

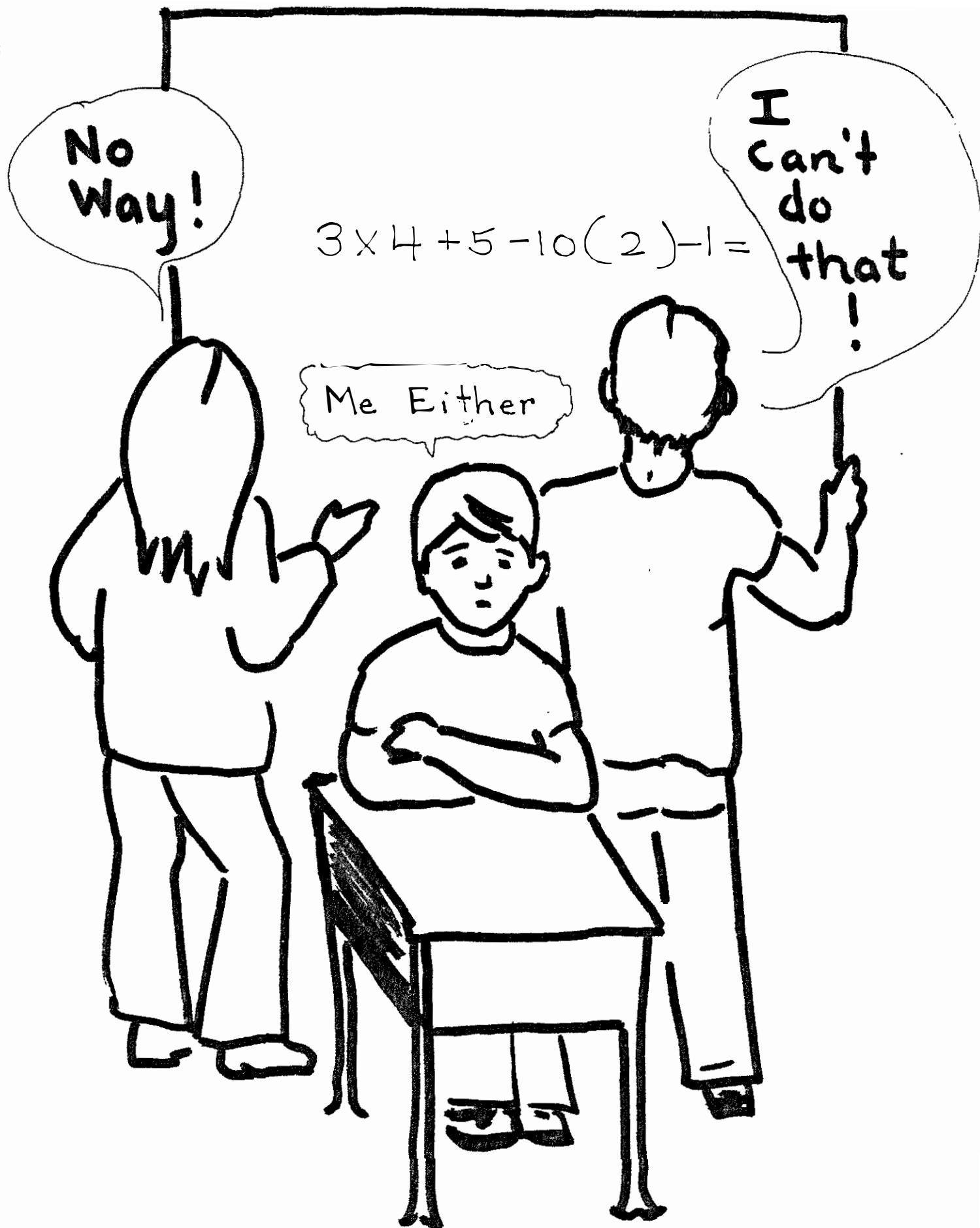
2 much boredom = Frustration




which ↓ leads to
destructive
acts and a
negative
syndrome begins

Or boredom
may lead to
immersion in an
interest to the
exclusion of
all else.





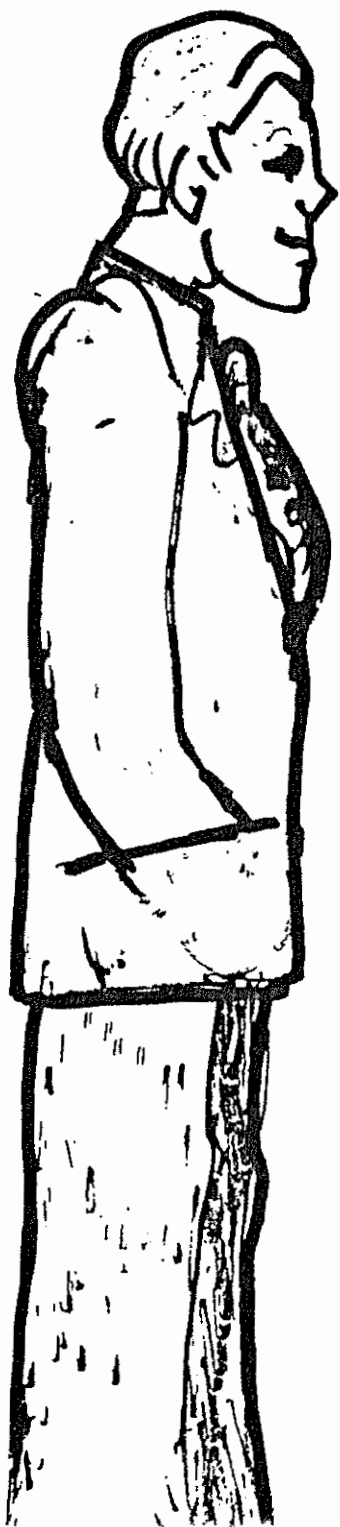


I know we're studying
"bugs", Mr. C ... that's why
I want to do my report on
Volkswagon Beetles

Bah!
Humbug!

What about
Bugs Bunny?

Let's plan a study
that is of interest
to you.



As life passes by.
I try to keep it simple.
Life isn't simple either way.
Life can become hard,
so hard, you think it isn't
worth living.
But you were put here,
on earth, for a reason.
You were born to see
the sun rise and
the moon shine.
Life is one thing you will have
for a long time.
You have it till you know
it's time to go.
So take pride in life.

by Fran
From her 6th grade book:
"Poems About My Family
and Friends on the
Reservation"

AWARENESS ACTIVITY 2.

"Angel"

Leader:

Distribute copies of sheet 2 a. (Descriptions of the gifted categories listed in the definitions.) Read them over together. Note that in the 1978 definition of gifted the area of psychomotor ability has been dropped. The area, referring to athletics, was assumed to be included in visual and performing arts. It is being used in this exercise to broaden the concept of giftedness or special ability.

Distribute copies of sheet 2 b. "Angel." Please have one person in the group read Angel aloud. This will reinforce understanding of the situation when each person rereads for themselves, and be an assist to those who may feel uncomfortable "having to" read for specific information.

Distribute copies of sheet 2 c. Parent/Teacher/Other Nomination Form. This exercise may be done in groups.

Leader: Read to group.

"Pretend you are a parent or a teacher who has just been handed this nomination form and asked to fill it out based on what you know (by fact or intuition) about Angel . . . because that is exactly what you are to do. There are no right or wrong answers. Look for indicators in the facts given to you that Angel has an area in which she "consistently excels or shows the potential to consistently excel" to the extent that she could benefit from special

educational service. Remember that in gifted education we concentrate on strengths. That means seeking out special abilities where ever they are hidden."

When this task has been completed, the leader may read or hand out sheet 2 d, Angel Analysis.

Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor to the extent they need and can profit from specially planned educational services:

1. General Intellectual Ability. The child possessing general intellectual ability is consistently superior to that of the other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.
2. Specific Academic Aptitude. The child possessing a specific academic aptitude is that child who has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.
3. Creative Thinking. The creative thinking child is that child who consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he needs and can profit from specially planned educational services, beyond those normally provided by the standard school program.
4. Leadership Ability. The child possessing leadership ability is that child who not only assumes leadership roles, but also is accepted by others as a leader to

the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

5. Visual and Performing Arts Ability. The child possessing visual and performing arts ability is that child who, by his consistently outstanding aesthetic production in graphic arts, sculpture, music or dance, needs and can profit from specially planned educational services beyond those normally provided by the standard school program.
6. Psychomotor Ability. The child possessing psychomotor ability is that child who consistently displays mechanical skills or athletic ability so superior to that of other children in the school that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

NOMINATION FORM FOR THE GIFTED PROGRAM

Person completing form (circle) Parent Teacher Other_____

Student _____ Home Address _____

Age_____ Grade_____ Teacher_____

Social development good fair poor

Explain_____

Special achievements or awards_____

Special interests_____

PLEASE RATE (high, medium, or low) THE EXTENT THAT THE
STUDENT DEMONSTRATES ABILITY IN THE FOLLOWING AREAS. EXPLAIN
OPINION. (refer to definition page)

GENERAL INTELLIGENCE

SPECIFIC APTITUDE

CREATIVE THINKING

LEADERSHIP ABILITY

VISUAL PERFORMING ARTS

PSYCHOMOTOR ABILITY

ANGEL

Angel lives on the reservation with her 80 year old grandmother who is partially blind. Angel cares for her and does many household tasks when she comes home from school. She is 9 years old and in the fifth grade, Mr. Murdock's room, in an off-reservation Public School.

Angel is in danger of failing the fifth grade because of her poor math grades. Her best academic classes are Art and Language Arts. Although she tested very high in language arts in the fourth grade all-school test, and is a very good speller, she rarely finishes her work in that class and so does not get good grades. With regularity the work that she does finish and turns in is superior. She writes poetry which Mr. M. found on her desk, but she never turned it in. He thought she had copied it from a book. She said she likes to write it for herself.

She often fights on the playground and has been in the principals office several times so far this year. She claims that a few of the kids are picking on her younger cousins. The majority of other students seem to take her side and there have been several large free-for-alls on the playground.

The home has been contacted but there is no one there to respond. Angel's mother is at a training school in California, her father is dead and her two older sisters only visit her occasionally.

Angel's problems seem to be getting worse in that she has been very outspoken with her teacher and the principal says she has a "chip on her shoulder."

Because of her high score on the Metro Test we are asking all personnel and tribal service people to contribute more information so that she may or may not be recommended for the gifted program.

ANGEL ANALYSIS

The nomination Form (Sometimes called A Checklist of Behaviors or The Observation of Gifted Attributes, etc.) is one of the instruments used to gather information about the student which, when combined with other indicators, will provide trained and qualified persons with criteria to identify giftedness. The most useful forms ask the respondent to relate to specific behaviors.

The Purpose of this exercise is to practice analyzing the few facts given about Angel to determine her areas of potential by finding her strengths. Is there a chance that Angel is gifted?

Rate yourself HIGH in Gifted Awareness if you were able to separate the facts from the circumstances and look for positive strengths and possibilities in the following areas:

She is 9 years old and in the fifth grade. That is young for fifth grade. Check records- was she skipped to a higher grade at any time? Because of high achievement? Or, is fifth grade work too hard for her?

She cares for herself and an 80 year old elder. This must involve many tasks, decisions and organization ability that would be beyond the capabilities of most 9 year old children. Shows an above average ability and resourcefulness.

She does not finish her school work but is capable of superior achievement in Language Arts. She may be physically tired. She may set such high goals for herself that when she is unable to finish the quality she wants, due to home pressures, she gives up. Check other classes such as math, social studies. Is she capable there too? Is the work too hard or too easy? Has anyone counseled her?

Art is one of her best classes. What does best mean?
She is talented? She finishes work? She enjoys the
teacher? Find out more about her creativity.

She fights on playground and incites others. She is
leading others. She is defending another's rights.
(What's the Principal doing about the playground
situation besides looking for a "chip?") Frustration
may be tied into this behavior; she is young, burdened
with responsibilities, and perhaps unable to attain an
academic level that she is capable of.

She writes poetry on her own, for herself, and it is
good enough that the teacher thought it came from a
book. She has a fourth grade Metropolitan Test score
superior in Language Arts. These two facts indicate
an above average interest and ability that should
receive a "high" rating for gifted potential.

Angel is a gifted child who really does exist. She came
to the attention of the Gifted Program Teacher through the
nomination of one of her teachers who just had a "hunch"
about her capabilities. There was no more information about
her than what you have had to work with. Her tribe helped
with her home problems. She began to excel in Poetry and
Art. She has won awards in both. Using her talents gave her
a self-awareness and confidence to meet other academic and
personal challenges. She is an expressive, independent, and
happy young woman whose articulate leadership is now focused
in a positive direction.

